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*Retrospective Study*

Oral but not written test anxiety is related to social anxiety

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#### Abstract

**Aim:** To examine the associations of test anxiety in written vs. oral exam situations with social anxiety.

**Methods:** A convenience sample of 204 students was recruited at the Technische Universität Dresden (TU Dresden, Germany) and contacted via e-mail asking to complete a cross-sectional online survey based on established questionnaires. The study protocol was approved by ethics committee of the TU Dresden. Full data of N = 96 students were available for dependent T-tests and correlation analyses on the associations of social anxiety and test anxiety respectively with trigger events, cognitions, safety behaviors, physical symptoms and depersonalization. Analyses were run using SPSS.

**Results:** Levels of test anxiety were higher for fear in oral exams than for fear in written exams (M = 48.1, SD = 11.5 vs. M = 43.7, SD = 10.1, P < .001). Oral test anxiety and social anxiety were positively correlated (Spearman's  $r = .343$ , P < .001; Pearson's  $r = .38$ , P < .001) contrasting written test anxiety and social anxiety (Spearman's  $r = .17$ , P > .05; Pearson's  $r = .223$ , P > .05). Compared to written test anxiety, trigger events were more often reported for oral test anxiety (18.2% vs. 30.3%, P = .007); which was also accompanied more

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This is closely **related** to **test anxiety** because the individual is afraid of being ... **test anxiety** can be conceived of as very specific with respect to **written** exams. 1n the case of **oral** exams and any other tests performed in public, **test anxiety** as well as ... Whether **social anxiety** can be subdivided into these four emotions has **not** ...



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talking equals learning, and forcing students to participate when they are **not** ready, one cannot deny ... differ greatly **but** generally speaking I have found, like Tsui, that. "Getting .... Although communication apprehension, **test anxiety**, and fear of negative ..... was 12 (**written** exam 14, **oral** exam 8); student two's final mark was.

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invaluable help throughout the process of **writing** this thesis, to ..... Learners attempting to learn a foreign language have difficulties in **relating** to others ... the debilitating effects of **anxiety** on an **oral** production **test** of Speech Skills. Hence .... Last **but not** least, the third approach considers foreign



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**but** also help increase the awareness among target groups such as learners, teacher and examiners.

Keywords: English as a foreign language, learning, **test anxiety**. Özet ... examined how language **anxiety is related** to Japanese language learning. .... Studies also indicate that **test anxiety** and **writing** apprehension are **not** ...

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